DOCUMENT RESUME

ED 405 302 SP 037 180

AUTHOR Colbert, Ronald; And Others
TITLE The Comprehensive Clinical Mentor Component of the Master's Degree in Education.
PUB DATE Feb 97
NOTE 42p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Washington, DC, February 15-19, 1997).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Clinical Supervision (of Teachers); *Cooperating Teachers; Course Descriptions; Elementary Secondary Education; Faculty Development; *Field Experience Programs; Higher Education; *Masters Programs; *Mentors; Program Descriptions; *Teacher Education Programs; Teacher Educators; *Teacher Supervision; Theory Practice Relationship
IDENTIFIERS *Fitchburg State College MA

ABSTRACT

The Fitchburg (Massachusetts) State College Education Department has collaborated with 38 cooperating teachers from 22 schools in central Massachusetts to develop a clinical mentor program as a component of a new Master's Degree in Education. In addition to the comprehensive clinical mentor component, the program integrates theory, research, and best practice. The unique design of the program provides graduate students with an educational experience, and clinical mentors with excellent additional expertise. Built into the design is a professional development forum for the mentors as well as a formal structure for on-going assessment and development of the Clinical Master's Degree Program. Various aspects of the clinical mentor process are examined, such as the application and selection processes, mentor services, and college administrative and financial support. Also described is a range of possible mentor roles, opportunities, and related field-based issues. The Clinical Master's Degree Program, with its strong mentor component, simultaneously enhances the status of cooperating teachers, exceeds the highest teacher certification standards at the graduate level, and provides an exemplary integrated collegiate field-based professional preparation model. Six appendices provide: lists of courses in various programs; program descriptions; description of clinical experience component; stages of involvement as a clinical mentor; agendas of meetings on the role of a clinical mentor; application process for clinical mentors in early childhood, elementary, and middle school education; and descriptions of two certificate programs for teachers. (Contains 10 references.) (Author/ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 302

Association for Teacher Educators
Annual Conference
Washington, D.C.

February 1997

The Comprehensive Clinical Mentor Component of the Master's Degree in Education

Fitchburg State College
Fitchburg, Massachusetts 01420

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Calhert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SP037180

BEST COPY AVAILABLE

Association for Teacher Educators
Annual Conference
Washington, D.C.

February 1997

The Comprehensive Clinical Mentor Component of the Master's Degree in Education

Fitchburg State College
Fitchburg, Massachusetts 01420

Patricia N. Barbaresi, Ph.D.
Professor of Education

Ronald P. Colbert, Ed.D.
Chairperson, Education Department

Helen O'Flaherty, Ph.D.
Chairperson, Graduate Education

Anne May, Ed.D.
Coordinator of Teacher Certification

Marcia Haimila, M.Ed.
Clinical Mentor
McKay Campus School

Michele Zide, Ed.D.
Dean, Graduate Education

Abstract

Title: The Comprehensive Clinical Mentor Component of the Master's Degree in Education

The Fitchburg State College Education Department has collaborated with thirty-eight cooperating teachers from twenty-two schools in Central Massachusetts to develop a clinical mentor program as a component of a new Master's Degree in Education. These experienced cooperating teachers, who have worked with undergraduate students, were invited to participate in the design of a clinical mentor program for graduate students.

The Clinical Master's Degree integrates theory, research, best practice and a comprehensive clinical mentor component. The unique design of the program provides not only graduate students with an educational experience, but excellent additional expertise for the clinical mentors as well. Built into the design is a professional development forum for the mentors as well as a formal structure for on-going assessment and development of the Clinical Masters Degree Program.

Various aspects of the clinical mentor process are examined, such as the application and selection processes, mentor services, as well as college administrative and financial support. Also described are a range of possible mentor roles, opportunities, and related field-based issues.

The Clinical Master's Degree Program, with its strong mentor component, simultaneously enhances the status of cooperating teachers, exceeds the highest teacher certification standards at the graduate level, and provides an exemplary integrated collegiate field-based professional preparation model.

Foreword

The impetus for the development of this Clinical Mentor Model came from the 1988 mandate of the Massachusetts Joint Task Force on Teacher Preparation, the Massachusetts Education Reform Act of 1993, and changes in Massachusetts Teacher Certification Regulations in 1994. Massachusetts has now adopted a two-stage certification process that involves undergraduate and graduate education.

At Fitchburg State College, undergraduates complete two majors, one in a liberal art or science discipline and one in a teacher education program. After completion of our four year bachelor's degree, students are granted a "provisional with advanced standing" teaching certificate. This "provisional with advanced standing" (initial) certificate qualifies an individual to teach in the area of specialization, i.e., early childhood (pre-k - 3), elementary (1-6), or middle school education (5-9). (The FSC undergraduate programs are described in Appendix A.)

Before or after seeking employment, students may enroll in a Master's Degree in Education program. The M.Ed. programs in Early Childhood, Elementary, and Middle School Education each provide a Clinical Track designed for individuals with initial certification who wish to pursue "standard" certification. The Master's of Education in Early Childhood, Master's of Education in Elementary and Master's of Education in Middle School Education are 36 credit hour programs composed of ten three-credit courses, a six-credit clinical internship, and an action research project. These requirements are to be completed in a suggested sequence . (The Graduate Programs are described in detail in Appendix B.)

A central requirement of the clinical Master's degree program is a clinical internship, an opportunity for supervised direct teaching in the role and at the level of certification sought. The Clinical Internship occurs while students are in residence in a classroom(s) for one or two semesters. During the Clinical Internship, students demonstrate advanced pedagogical knowledge, skills, understanding and collegial orientation. They develop the ability to contribute to the further improvement of education through construction and application of knowledge. In addition to direct teaching experiences, students are involved in advanced seminar work for the purpose of integrating content area knowledge and pedagogy. (The Clinical Experience I/II is described in detail in Appendix C)

It was the goal of the Fitchburg State College Education Department that supervision of direct teaching, seminar facilitation and research be the responsibility of a collaborative team composed of college faculty members and graduate clinical mentors. The Education Department has had the privileged history of working with a steady supply of highly qualified educators who serve as undergraduate cooperating teachers. Based on a dialogue with individuals who serve as cooperating teachers and a review of the literature on mentoring, teacher induction, adult learning and development, and reflective practice, graduate program faculty outlined a process for the development of a new group of educators they called "clinical mentors." Through participation in this process, graduate clinical mentors would acquire new expertise and share responsibility for the professional development and teacher induction of our graduate students seeking standard teacher certification.

As we developed the Clinical Mentor model we continually collaborated with our cooperating practitioners and integrated their wisdom and practice into the program. This document is our effort to explain how the Fitchburg State College Graduate Clinical Mentor model contributes to the development and renewal of Early Childhood, Elementary, and Middle School Educators and thus to Massachusetts Educational Reform.

Introduction

The Education Department at Fitchburg State College has enjoyed a fine reputation in teacher education for over one hundred years. We have provided the New England region with a continual supply of highly qualified teachers. Prior to developing our new Clinical Master's Degree program, it was essential for our faculty to agree upon an underlying philosophy of education. Through a comprehensive d scussion and collegial conversation, we reviewed, refined, and constructed the following statement.

Departmental Philosophy

Rationale: We believe that students are best served by educators who value the dignity and rights of each person and appreciate their diverse life experiences. We believe that knowledge and development are a function of personal choice and personal effort; that children are active, competent problem solvers, constructing knowledge and understanding through their own initiative and with the guidance of responsive and responsible expert peers and adults. We believe that thoughtful, ethical and competent educators think creatively, critically, and humanely; are respectful of the various abilities, diverse interests and cultural experiences of their students; and the ability to invent solutions and make decisions which have potential for reconstructing society.

Goal: The primary goal of the Education Department is to support the development of educators who are reflective, person-centered practitioners able to effectively construct, articulate, and apply educational theory and research so as to be responsive to current and future educational needs of the individuals and families they serve.

Objectives:

The Education Department strives to educate students to be educators who:

1. are reflective thinkers.
2. base decisions on a philosophy of instruction and empirical evidence.

3. are resourceful, creative problem solvers.
4. create learning experiences and materials that are interesting,relevant, and developmentally appropriate for the individuals they teach.
5. understand how individuals develop as thinkers and learners.
6. integrate multiple disciplines in learning activities and materials.
7. are active, self-reliant learners who constantly seek to become more effective educators throughout their careers.
8. work in the growing number of non-classroom, non-school instructional settings.
9. work effectively with diverse populations of students in respectful, inclusive, integrated learning environments.
10. encourage the development of their students' pro-social attitudes, ethical principles, and strong, positive self-concepts.
11. use technology to enhance the teaching-learning process.
12. act as change agents who are able to work in a collegial atmosphere for continued intellectual and professional growth.

The faculty of the Department seek to model the qualities of superior educators as enunciated by professional guidelines and supported by empirical research, both quantitative and qualitative. An emphasis on a variety of field experiences integrated with course work fosters attitudes and skills for creative, collegial, problem solving in diverse and changing environments. Field experiences are enhanced by strong departmental collaboration with exemplary schools and practitioners in the region.

It is upon this philosophical foundation that our graduate programs have been built.

Teacher induction has typically included some form of mentor model. If mentoring is done well, it has great potential for transforming the nature of schooling and learning for children. Our experience with mentoring also strongly suggests that the growth and development of children and adults in schools is linked in essential ways. As a result of our professional experience and observation of new teachers, we have sought to develop a support system for graduate clinical interns which also

benefits the mentor teachers. We have found that this mutual support model contributes substantially to the growth and development of children and of schools as a whole. Our program not only assigns a clinical mentor to each graduate student but assists the mentor teachers in working with new teachers by defining goals and providing a conceptual basis for supporting new teachers. Our experience supports the research which demonstrates the renewal and rejuvenation of veteran teachers through the assumption of helping, guiding roles like mentoring (Oja 1989); (Thies-Sprinthall and Sprinthall 1987).

Our clinical mentor teachers are selected from groups of professional educators who volunteer from the teaching ranks. Study of the literature reveals a number of definitions of mentors and mentoring. Odell (1990) defines a mentor as "historically and traditionally an older, more experienced person who is committed to helping a younger, less experiences person become prepared for all aspects of life." Anderson and Shannon (1988) define mentoring as an "intentional, nurturing, insightful, supportive process." Bird (1985) defines mentor as master teacher, teacher advisor, teacher specialist, teacher researcher, and consultant. Borko (1986) compliments mentors as colleague teacher, helping teacher, peer teacher, and support teacher. Parkay (1988) described a mentor as a seminal contributor to the profession, sharing a similar style of thinking, modeling a commitment to the profession, and allowing a protege' to determine the direction and mode of learning. Glickman (1995) defines mentoring programs as the assignment of a novice to an experienced teacher for the purpose of providing individualized, ongoing professional support. Kay (1990) defines mentoring as a function with a specific purpose, "to provide a comprehensive effort toward helping the individual develop self-reliance and personal accountability in a defined environment."

Our definition of mentor incorporates aspects of such scholarly definitions. A Clinical Mentor is an experienced educator who desires to play an active role with a less experienced teacher about to enter or make a transition into the profession. The mentor is skilled in the craft, has a collegial orientation and is willing to work with adults, is able to reflect upon personal practice, is receptive to learning new information about the process of student learning and is committed to the teaching profession. The Fitchburg State College Clinical Mentor is willing to accept the role of an instructional leader and engage in research-based practices. (Three Stages of Involvement as a "Clinical Mentor" are described in detail in Appendix D)

Collaborative Partnership

Between the Spring of 1994 and the Fall of 1996, five meetings have been held of FSC Education department graduate faculty and representatives of a core group of thirty-eight recommended teachers from twenty-two schools (Early Childhood, Elementary and Middle School sites) in nine North Central Massachusetts cities and towns. Against a background of information about the program's rationale and knowledge base and the requirements of Massachusetts regulations for Standard Certification, this group has discussed the role, opportunities and issues for clinical mentors. In addition we considered the implications of the program's rationale and knowledge base for the role of clinical mentor and designed an application process. We have formed three departmental advisory subcommittees; these groups focus on program assessment, program curriculum and instructional development, and professional development. These advisory subcommittees are composed of Clinical Mentors and FSC Education Department graduate faculty. (Sample meeting agenda can be found in Appendix E.)

Application and Selection Process

Mentoring new teachers requires special talents, abilities, and skills at the professional and interpersonal level. Being a good teacher is not necessarily sufficient to ensure optimum mentoring performance. Fitchburg State College sought individuals who had a willingness to learn a new role and to help others. The mentors should be able to reflect on their principles of teaching and learning. An invitation and application process was designed to assist the department in identifying individuals with such knowledge, skills, and dispositions. (Application and Selection materials can be found in Appendix F.)

Mentor Development and Service

Research has shown that continual professional development is more effective than one-shot presentations. (Glickman 1995; Showers 1988). Our clinical mentor professional development component models the approach that includes ongoing development with follow-up and support. We have provided opportunities for participation in professional development sessions based on mentors' needs and program needs throughout the school year. Programs offered to the "Clinical Mentors" have included: "A Conference for Educators: "Celebrating a Century of Achievement", sponsored by the FSC Education Department; an inter-district conference for area educators, entitled "Diversity on Common Ground: Best Practices, sponsored through the FSC Professional Development Center; a dinner speaker, Carol M. Pelletier, Director of Professional Practicum Experiences of Boston College School of Education. Currently workshops on Modes of Adult Learning are scheduled for spring, 1997.

College Administrative and Financial Support

Through legislative mandates all Graduate and Continuing Education programs at State Colleges in Massachusetts are financially self-supporting. Therefore, at Fitchburg State College, all operations expenses, including faculty salaries, are supported totally by student tuition. The graduate programs in education are financially solvent. The program is provided with adequate funding to support adjunct faculty honoraria for clinical mentors, mentor meeting refreshments, and supplies and materials.

Development of a Professional Support System: "Certificate" in Professional Mentoring for Teachers CAGS in Consultation & Peer Leadership

We believe that Clinical Mentors will face challenges as they attempt to facilitate the professional development of these graduate students while enhancing their own growth. We also believe that graduate programs in teacher education require additional support if they are to meet the challenge of professional development as well as clinical training. To serve this new need, a "Certificate" in Professional Mentoring for Teachers and a CAGS in Consultation and Peer Leadership have been developed.

The CAGS program provides teachers who wish to play an active role in school reform and restructuring initiatives with the necessary collegial orientation and

leadership skills to succeed in shaping the visions that guide their organizations and to participate fully in restructuring and managing school operations. The program is designed for teachers who are not interested in administrative positions but who see themselves as responsible and enabled to affect the educational process for which they share accountability. Thus, the "Certificate" and the CAGS program offer additional opportunities for our Clinical Mentors. (See appendix G)

Assessment

The Clinical Master's Degree faculty believe that program assessment is a critical element for continued development. Evaluation occurs throughout the implementation process. The graduate curriculum committee, which includes Patricia Barbaresi, Ron Colbert, Judith Ferrara, Rona Flippo, Robert Greene, Charles Hetzel, George Miller, Daniel Nomishan, Helen O'Flaherty, and William Strader, meets monthly and shares data that can lead to program improvement. Fitchburg State College teacher preparation programs have sought accreditation by NCATE (National Council for the Accreditation of Teacher Education), and have successfully completed an NCATE review and visitation. All of our graduate programs in teacher education were accredited. This assessment was very positive. Although it has been difficult to conduct a comprehensive evaluation of our clinical mentor program, we have created some alternative tools. At the end of most clinical mentor meeting, we assess participants and document the impact of participation. We have established three advisory task groups to conduct additional assessments. These task groups include a Professional Development Advisory Subcommittee; Curriculum Advisory Subcommittee; and a Program Assessment

Advisory Subcommittee. Advisory Board Subcommittee preliminary reports support our program's continued existence.

Conclusion

The creation of the Clinical Master's Mentor Program has demanded substantial time and effort on the part of the graduate faculty, commitment from the schools, and extra time from the cooperating mentors. The rewards we have witnessed include increased professional experiences for selected mentors, a graduate program that is not divorced from the reality of schools, and opportunities for graduate students to fully examine classroom environments and authentic learning. This mentor program establishes a positive congruence between the college graduate program and the clinical field experience. Goals, methods, and the philosophy of the college and schools are mutually understood and endorsed.

References

Anderson, E.M. and Shannon, S.L. (1988). Toward a Conceptualization of Mentoring. Journal of Teacher Education, 39(1), 38-42.

Bird, T. (1985). From Teacher to leader: Training and Support for Mentor Teachers, Master Teachers and Teacher Advisors. Unpublished manuscript, the Far West Regional Laboratory, San Francisco.

Borko, H. (1986). Clinical Teacher Education: The Induction Years. In J.V. Hoffman and S.A. Edwards (Eds.) Reality and Reform in Clinical Teacher Education (pp.45-63), New York: Random House.

Glickman, C, Gordon, S. Gordan, J.M.R. (1995), Supervision of Instruction: A Developmental Approach. New York; Allyn and Bacon.

Kay, R.S. (1990). A Definition for Developing Self-Reliance. In T. Bey and C. Holmes (eds,) Mentoring Developing Successful New Teachers (pg. 35), Reston VA: Association of Teacher Educators.

Odell, Sandra J. (1989) Developing Support Programs for Beginning Teachers. In Assisting the Beginning Teacher.l Reston VA: Association for Teacher Educators.

Oja, Sharon Nodie (1989). Teachers: Ages and Stages of Adult Development, In Perspectives on Teacher Professional Development,
(Eds,) Holly, M.L. and McLoughlin, C.S. London: Farmer Press.

Parkay, F.W. (1988). Reflections of a Protege. Theory Into Practice, 27(3), 195-200.

Joyce, B. and Showers, B. (1988). Student Achievement Through Staff Development. White Plains, NY: Longman Press.

Thies-Sprinthall, Loois and Sprinthall, Norman. (1987). Experienced Teachers: Agents for Revitalization and Renewal as Mentors and Teacher Educators. Journal of Education 169 (1): 65.

EARLY CHILDHOOD EDUCATION
Certification: Provisional with Advanced Standing

MAJOR: EARLY CHILDHOOD EDUCATION (36 SEMESTER HOURS)

EDUC1100	Early Childhood Foundations	4 S.H.
EDUC2100	Reading in Early Childhood Education	4 S.H.
EDUC2110	Behavioral Science in Early Childhood I: Child Development and Observation	4 S.H.
EDUC2200	Language Arts in Early Childhood Education	4 S.H.
EDUC2400	Fine Arts in Early Childhood Education	4 S.H.
EDUC3100	Science, Math, and Social Studies in Early Childhood Education	4 S.H.
EDUC4050	Senior Seminar in Early Childhood	4 S.H.
EDUC4862	Practicum in Early Childhood Education I ("Student Teaching in Early Childhood Education"I)	4 S.H.
EDUC4863	Practicum in Early Childhood Education II ("Student Teaching in Early Childhood Education"II)	4 S.H.
	TOTAL	36 S.H.

EXTERNAL REQUIREMENTS

--Liberal Arts and Sciences Distribution
--PSY 1100 General Psychology
--Liberal Arts or Sciences Major

ELEMENTARY EDUCATION
Certification: Provisional with advanced standing

MAJOR: ELEMENTARY EDUCATION (35 Semester Hours)

EDUC2750	Science in Education	3 S.H.
EDUC3000	Principles and Practices in Educatioin	3 S.H.
EDUC3030	Reading in Education	3 S.H.
EDUC3600	Social Studies in Education	3 S.H.
EDUC3640	Reading in the Content Areas	3 S.H.
EDUC3020	Teaching Mathematics	3 S.H.
EDUC3500	Creative Arts in Elementary Education	3 S.H.
EDUC4100	Language Arts in Education	3 S.H.
EDUC4010	Foundations Seminar	3 S.H.
EDUC4882	Practicum in Elementary Education I ("Student Teaching Practicum in Elementary Education"I)	4 S.H.
EDUC4883	Practicum in Elementary Education II ("Student Teaching Practicum in Elementary Education"II	4 S.H.
	TOTAL	35 S.H.

EXTERNAL REQUIREMENTS

--Liberal Arts and Sciences Distribution
--MA 1400 Math Across the Curriculum
--PSY1100 General Psychology
--PSY2210 Child Psychology
--Liberal Arts or Sciences Major

APPENDIX A.2

MIDDLE SCHOOL EDUCATION
Certification: Provisional with advanced standing

MAJOR: MIDDLE SCHOOL EDUCATION (35 Semester Hours)

EDUC2750	Science in Education	3 S.H.
EDUC3000	Principles and Practices in Education	3 S.H.
EDUC3200	Middle School Concept	3 S.H.
EDUC3300	Curriculum and Instruction in the Middle School	3 S.H.
EDUC3600	Social Studies in Education	3 S.H.
EDUC3640	Reading in the Content Areas	3 S.H.
EDUC3020	Teaching Mathematics	3 S.H.
EDUC4100	Language Arts in Education	3 S.H.
EDUC4010	Foundations Seminar	3 S.H.
EDUC4885	Practicum in Middle School Education I ("Student Teaching in Middle School Education"I)	4 S.H.
EDUC4886	Practicum in Middle School Education II ("Student Teaching in Middle School Education"II)	4 S.H.
	TOTAL	35 S.H.

EXTERNAL REQUIREMENTS

--Liberal Arts and Sciences Distribution
--MA 1400 Math Across the Curriculum
--PSY 1100 General Psychology
--PSY 2210 Adolescent Psychology
--Liberal Arts or Sciences Major

APPENDIX A.3

Provisional Certification Programs

Major: Early Childhood Education (N-3)

Courses:	Credits:
Foundations of EC	4
Behav. Sci in EC (Child Devel./Child Study)	4
Lang. Arts EC	4
Science/Math/Soc. St.EC	4
Reading in EC	4
Fine/Applied Arts in EC	4
Senior Seminar in EC +pre-practica	4
Practica:	
EC Student Teaching I (Level N = 150 hrs)	4
EC Student Teaching II (Level K-3 = 150 hrs)	4
	=36

SecondMaior:
Liberal Arts Major
or
Science Major
or
Interdisciplinary Major

Additional Requirements for FSC B.S. or B.A.
including:
General Psychology

Major: Elementary Education (1-6)

Courses:	Credits:
Prin.&Pract.in Ed.	3
Reading in Elem	3
Reading-Content Areas	3
Meth.&Mater.Ele. Math	3
Science in Elem	3
Language Arts in Elem	3
Social Studies in Elem	3
Creative Arts in Elem	3
Foundations of Educ. +pre-practica	3
Practica:	
EL Student Teaching I	4
EL Student Teaching II	4
	=36

Second Major:
Liberal Art Major
or
Science Major
or
Interdisciplinary Major

Additional Requirements for FSC B.S. or B.A.
including:
General Psychology
Child Psychology
An additional Math course

Major: Middle School Education (5-9)

Courses:	Credits:
Middle School Concept	3
Principles & Practices	3
Reading-Content Areas	3
Meth.& Mater. Ele. Math	3
Science in Elem	3
Language Arts in Elem	3
Social Studies in Elem	3
Curr.&Instruct. in MS	3
Foundations of Educ. +pre-practica	3
Practica:	
MS Student Teaching I	4
MS Student Teaching II	4
	=36

Second Major:
Liberal Art Major
or
Science Major
or
Interdisciplinary Major

Additional Requirements for FSC B.S. or B.A.
including:
General Psychology
Adolescent Psychology
An additional Math course

APPENDIX A.4

BEST COPY AVAILABLE

PROGRAM DESCRIPTION

The Master of Education in Early Childhood Education consists of thirty-six credits to be acquired in a suggested sequence within six years or less. The Early Childhood program provides a Clinical Track designed for provisionally certified teachers who wish to pursue standard certification. The selection and sequence of courses have been designed to ensure quality and yet be flexible enough to serve a variety of student interests and life circumstances. The thirty-six credit program is composed of five required common core courses (15 credits), three designated specialized courses (9 credits) from the selected discipline i.e. Early Childhood Education, a Clinical Internship (6 credits) and two elective courses (6 credits).

Program of Study

A. Required Common Core Courses

EDUC7300 (*A)	Advanced Child Development	3 S.H.
EDUC7400	Contemporary Issues in Education	3 S.H.
EDUC7500 (*A)	Curriculum Design and Implementation for Multi-Needs Population	3 S.H.
EDUC8200 (*C)	Qualitative Reading Assessment and Analysis	3 S.H.
EDUC8300 (*A)	Research in Education	3 S.H.
	Subtotal	15 S.H.

B. Specialized Courses

EDUC8450 (*B)	Literacy in Early Childhood Education	3 S.H.
EDUC8500 (*C)	Developmental Assessment in Early Childhood Education	3 S.H.
EDUC8250 (*C)	Family Involvement in Early Childhood Education	3 S.H.
EDUC9200/9201	Clinical Internship I & II (*B or *C)	6 S.H.
	Subtotal	15 S.H.

C. Elective Courses

Students in Early Childhood Education will elect, with the assistance of an advisor, a combination of graduate credits which serve the individual's interests and complete the 36 credit hours program. Note, these electives will be selected to ensure that at least two courses in the total program reflect one of the curriculum areas.

Subtotal	6 S.H.
Program Total	36 S.H.

(*A), (*B), and (*C) indicate the sequence to strengthen knowledge, skills and attitudes

APPENDIX B.1

PROGRAM DESCRIPTION

The Master of Education in Elementary Education consists of thirty-six credits to be acquired in a suggested sequence within six years or less. The Early Childhood program provides a Clinical Track designed for provisionally certified teachers who wish to pursue standard certification. The selection and sequence of courses have been designed to ensure quality and yet be flexible enough to serve a variety of student interests and life circumstances. The thirty-six credit program is composed of five required common core courses (15 credits), three designated specialized courses (9 credits) from the selected discipline i.e. Elementary Education, a Clinical Internship (6 credits) and two elective courses (6 credits).

Program of Study

A. Required Common Core Courses		
EDUC7300 (*A)	Advanced Child Development	3 S.H.
EDUC7400	Contemporary Issues in Education	3 S.H.
EDUC7500 (*A)	Curriculum Design and Implementation for Multi-Needs Population	3 S.H.
EDUC8200 (*C)	Qualitative Reading Assessment and Analysis	3 S.H.
EDUC8300 (*A)	Research in Education	3 S.H.
	Subtotal	15 S.H.
B. Specialized Courses		
EDUC8400 (*B)	Literacy in Elementary Education	3 S.H.
EDUC8650 (*C)	Advanced Strategies and Approaches for Teaching Critical Thinking in the Content Areas	3 S.H.
EDUC8600 (*C)	Seminar in Child-Centered Issues	3 S.H.
EDUC9200/9201	Clinical Internship I & II (*B or *C)	6 S.H.
	Subtotal	15 S.H.
C. Elective Courses		
Students in Elementary Education will elect, with the assistance of an advisor, a combination of graduate credits which serve the individual's interests and complete the 36 credit hours program. Note, these electives will be selected to ensure that at least two courses in the total program reflect one of the curriculum areas.		
	Subtotal	6 S.H.
	Program Total	36 S.H.

(*A), (*B), and (*C) indicate the sequence to strengthen knowledge, skills and attitudes

APPENDIX B.2

PROGRAM DESCRIPTION

The Master of Education in Middle School Education consists of thirty-six credits to be acquired in a suggested sequence within six years or less. The Early Childhood program provides a Clinical Track designed for provisionally certified teachers who wish to pursue standard certification. The selection and sequence of courses have been designed to ensure quality and yet be flexible enough to serve a variety of student interests and life circumstances. The thirty-six credit program is composed of five required common core courses (15 credits), three designated specialized courses (9 credits) from the selected discipline i.e. Middle School Education, a Clinical Internship (6 credits) and two elective courses (6 credits).

Program of Study

A. Required Common Core Courses			
EDUC7300	(*A)	Advanced Child Development	3 S.H.
EDUC7400		Contemporary Issues in Education	3 S.H.
EDUC7500	(*A)	Curriculum Design and Implementation for Multi-Needs Population	3 S.H.
EDUC8200	(*C)	Qualitative Reading Assessment and Analysis	3 S.H.
EDUC8300	(*A)	Research in Education	3 S.H.
		Subtotal	15 S.H.
B. Specialized Courses			
EDUC8150	(*B)	Advanced Assessment, Design and Evaluation of the Middle School Curriculum	3 S.H.
EDUC8350	(*C)	Middle School Instructional Strategies and Practices	3 S.H.
EDUC8750	(*C)	Seminar in Early Adolescent Issues	3 S.H.
EDUC9200/9201		Clinical Internship I & II (*B or *C)	6 S.H.
		Subtotal	15 S.H.
C. Elective Courses			
Students in Middle School Education will elect, with the assistance of an advisor, a combination of graduate credits which serve the individual's interests and complete the 36 credit hours program. Note, these electives will be selected to ensure that at least two courses in the total program reflect one of the curriculum areas.			
		Subtotal	6 S.H.
		Program Total	36 S.H.

(*A), (*B), and (*C) indicate the sequence to strengthen knowledge, skills and attitudes

APPENDIX B.3

COURSE NUMBER AND TITLE: **EDUC 9200/9201**
CLINICAL EXPERIENCE I / II

PREREQUISITES: Matriculation;
Planned with adviser one semester in advance;
Successful completion of three core courses (A) level, and one specialization course, (B) level.

CREDIT: 3 graduate credits for each Clinical Experience (I/II); Total = 6 gr. cr.

CATALOG DESCRIPTION: This internship is required of students in the Early Childhood Education, Elementary Education, and Middle School Education clinical Tracks. It provides the student with the opportunity for supervised direct teaching in the role and at the level of the certificate sought, as well as an opportunity to implement educational concepts and practices gained through earlier courses and the course(s) being taken simultaneously. Students will demonstrate advanced pedagogical knowledge, skills, understanding and collegial orientation whereby they will contribute to the future improvement of education through the construction and application of knowledge. In addition to direct teaching experiences while "residing" in a classroom(s) for one or two semesters, the student will be involved in advanced seminar work for the purpose of integrating content area knowledge and pedagogy. The student will be required to begin the investigation of some aspect of educational theory or practice and complete a research project within the context of an educational setting before graduation. Supervision of direct teaching and seminar facilitation will be the responsibility of a collaborative-team composed of college faculty members and mentoring/supervising master practitioners.

Clinical Experience I emphases will include: reflection on the teaching-learning process, development of observational skills, and making decisions concerning personal development as a professional educator.

Clinical Experience II emphases will include: the development of self-supervision techniques and continued reflection, the process of effective peer supervision, effective strategies for collaboration with colleagues, and the selection of presentation of evidence which validates continuing professional growth.

INSTRUCTOR(s): **Staff**

OFFICE HOURS:

TEXT(s): Brooks, J.G. & Brooks, M.G. (1993). The case for the constructivist classroom. Alexandria, VA: ASCD.

Glickman, C.D. (1995) Supervision of Instruction: A developmental approach. (3rd ed.) Boston: Allyn and Bacon.

Graves, D.H. & Sunskin, B.S. (1992). Portfolio portraits. Portsmouth, NH: Heinemann Educational Books.

STUDENT LEARNING OBJECTIVES:

Evidence is to be presented which demonstrates growth as a professional educator and documents how the Massachusetts standards for certification as a "Standard Teacher" have been met. The student will demonstrate

A. Knowledge in the subject matter field, as described under each classroom teaching certificate;

B. Effective communication by:

1. working effectively with diverse populations of student in respectful, inclusive, integrated learning environments;
2. working successfully in a collegial atmosphere;

C. Advanced levels of instructional skills by:

1. basing decisions on a philosophy of instruction and empirical evidence;
2. acquiring and applying advanced knowledge of child development theory and research in the design and implementation of developmentally appropriate education curricula practices and environments;
3. creating learning experiences and materials that are interesting, relevant, and developmentally appropriate for the individuals they teach;
4. facilitating students; pro-social attitudes, ethical principles, and strong, positive self-concepts;
5. using technology to enhance the teaching/learning process;
6. investigating educational partnership models which effectively focus on family strength, circumstances, and cultural experiences.

D. Advanced levels of evaluation skills to measure student and personal performance by:

1. being an active, self-reliant learner who constantly seeks to become a more effective teacher throughout his/her career;

2. acquiring and applying advanced knowledge of emerging, research based, educational principles in the planning, implementation, and evaluation of the educational environment and instructional program.

E. Advanced levels of problem solving skills by:

1. being a resourceful, creative problem solver;

2. engaging in the scientific reasoning process;

3. integrating multiple disciplines in learning activities and materials.

F. Expertise in addressing equity issues by:

1. demonstrating effective strategies and techniques for working effectively with diverse populations of students in integrated learning environments;

2. being aware of societal demands on the curriculum as they relate to meeting the diverse needs of students.

G. Professionalism by:

1. examining the shared values, ethics, purposes, and commitments which bond the educational community;

2. acquiring a professional orientation of collegiality and support, whereby contribution can be made to the future improvement of education through the construction of knowledge and applications;

3. acting as a change agent who is able to work in a collegial atmosphere for continued intellectual and professional growth.

COURSE CONTENT:

While each standard will be considered as an objective for the clinical experience, special emphasis is to be given to standards selected by the individual student as critical for personal/professional development and to the following areas selected by the program.

A. Curriculum:

1. National, State, and local standards for curriculum
2. Effective curriculum models
3. Strategies for curriculum development

B. Communication:
1. Development of Interpersonal skills
2. Effective strategies for communicating with diverse populations of students, their families, colleagues, and community members

C. Instruction:
1. Instructional design
2. Instructional resourses, including technological applications
3. Effective instructional practices

D. School Climate:
1. Effective strategies for development of ethical principles and pro-social attitudes,
2. Effective classroom management strategies
3. Effective models for inclusion

E. Community and Family Resources:
1. Effective strategies for family involvement
2. Use of community resources
3. effective strategies for working with diverse populations

F. Evaluation:
1. Development and implementation of effective observation strategies
2. Effective strategies of self-evaluation
3. Effective strategies for student evaluation
4. Effective models for program and/or school-wide evaluation

G. Professionalism:
1. Ethics and responsibilities
2. Attitudes and strategies for effective collaboration, e.g., peer e.g., peer supervision
3. Reflection on teaching/learning process
4. Decision-making for professional development
5. Documentation of professional development

PRIMARY INSTRUCTIONAL STRATEGIES:

STUDENT LEARNING ACTIVITIES:
The graduate student will:
1.Reflect upon objective as an individual and discuss reflections with peers, mentors, and college supervisor(s);
2. Decide as an individual, in concert with mentor and college supervisor(s), how to archive each objective and how to demonstrate progress toward the achievement of each objective;
3. Participate in the practicum experience, demonstrating accomplishment of objectives;
4. Conference with mentor and college supervisor regularly regarding progress toward the attainment of objectives (Written dated records of these conferences will become part of the evidence of progress toward the attainment of objectives).
5. Maintain a reflective response notebook through which correspondence with mentor and college supervisor occurs (The notebook is to contain reflections upon progress toward objective attainment.);
6. Attend all seminars in connection with the clinical experience;

7. Collect evidence of progress toward the attainment of objectives, submit to mentor, college supervisor(s), and share with peers;

METHODS OF STUDENT EVALUATION:

College supervisor and mentor will jointly supervise the clinical experience. The vehicles for this supervision include:

1. Observations
2. Conferences
3. Reflective response notebook
4. Seminars
5. Progress review by both college supervisor and mentor
6. Validation by college supervisor and mentor of collected evidence of progress toward attainment of objectives.

THREE STAGES OF INVOLVEMENT AS A "CLINICAL MENTOR"

Stage I. Clinical Mentor:

Demonstrate:
- -Appropriate teaching certificate
- -At least three years experience in the world
- -Principal's approval/recommendation
- -An appropriate masters degree from an accredited institution
- -Current knowledge of Field
- -Articulated educational philosophy which informs practice and is consistent with Mission and Knowledge Base of FSC Education Dept.
- -Qualities as an educator consistent with the Mission of FSC Education Dept.
- -Willingness to serve as a "Clinical Mentor"
- -Willingness to collaborate in offering seminars and advising for program development

Eligible for:
- -Acceptance as a "Clinical mentor"
- -Assignment of a "Clinical Intern"
- -Participation in semi-annual Program Advising Group
- -Participation in selected seminars with assigned "Clinical Intern"

Stage II Clinical Mentor:

Demonstrate:
- -Completion of Stage I
- +Current participation in systematic creditable graduate studies designed to enhance skills as a mentor teacher (for example, but not limited to: CAGS in Consultation and Peer Leadership of the Professional Mentor "Certificate" program)

Eligible for:
- -Stage involvements
- +Participation in seminars as invited seminar co-leader with stipend.

Stage III Clinical Mentor:

Demonstrate:
- -Completion of Stage I&II
- +Completion of systematic creditable graduate studies designed to enhance skills a mentor teacher (for example, but not limited to CAGS in CAGS in Consultation and Peer Leadership the Professional mentor Certificate program)

Eligible for :
- -Stage I & II involvements
- -Application for Adjunct Faculty status
- +Co-supervision of Mentor Internship course within the Professional Mentor Certification program
- +Application for membership on Board of FSC Professional Development Center
- +Co-leadership role in Clinical Internship seminar

APPENDIX D

FITCHBURG STATE COLLEGE
"Clinical Mentor Program"

CONSIDERING THE ROLE OF "CLINICAL MENTOR"

AGENDA: 4/24/94

I. WELCOME

II. INTRODUCTIONS

III. AIMS

IV. BACKGROUND INFORMATION

A. New Certification Regulations of Massachusetts

B. Two-stage Teacher Preparation Programs of FSC Education Department

1. "Provisional Certification" Programs:
Early Childhood Education major + an LA or S major
Elementary Education major + an LA or S major
Middle School Education major + an LA or S major

2. "Standard Certification" Programs:
M. Ed. Early Childhood Education, Clinical Track
M. Ed. Elementary Education, Clinical Track
M. Ed. Middle School Education, Clinical Track

3. Field-based Experiences of "Provisional" and "Standard" Programs; Compare Provisional Practicum with M.Ed. Clinical Experience:
a. Similarities
b. Differences

V. DISCUSSION: The Role and Opportunities for Clinical Mentors

A. A Beginning List...
B. Generating additional ideas and new perspectives...
C. Sharing thoughts and questions...

VI. NEXT STEPS

APPENDIX E.1

FITCHBURG STATE COLLEGE
"Clinical Mentor Program"

CONSIDERING THE ROLE OF "CLINICAL MENTOR"

AGENDA: 9/29/94

I. WELCOME / INTRODUCTIONS

II. AIMS

III. BACKGROUND INFORMATION

- **A. Ideas and questions generated in April '94 meeting;**
- **B. Progress report:**
  1. **Syllabus for EDUC 9200/9201 Clinical Experience I/II (Basic outline)**
  2. **CAGS in Consultation and Peer Leadership (Newly available FSC program)**
  3. **Professional Mentor "Certificate" Program (Planning Stage)**
  4. **Three stages of involvement as a "Clinical Mentor" (Planning stage)**

IV. DISCUSSION TOPICS:

- **A. A critical list of role elements for "Clinical Mentor";**
- **B. Recommendations concerning the application process for "Clinical Mentors"**
- **C. Tasks appropriate for a program advisory group composed of "Clinical Mentors".**

V. NEXT STEPS

- **A. Refine and implement application and acceptance process;**
- **B. Continue to address issues/questions;**
- **C. Form an advisory group composed of "Clinical Mentors" to meet in Spring '95;**

Additional Notes:

APPENDIX E.2

FITCHBURG STATE COLLEGE
"Clinical Mentor Program"

CONSIDERING THE ROLE OF "CLINICAL MENTOR"

AGENDA: 5/2/95

I. WELCOME / INTRODUCTIONS

II. BACKGROUND INFORMATION
- **A. Ideas and questions generated in April '94 meeting;**
- **B. Progress report:**
  1. **Professional Mentor "Certificate" Program (Final form)**
  2. **Three stages of involvement as a "Clinical Mentor" (Final form)**
  3. **Application form and process (Final form)**
  4. **Statement of FSC Education Department's Rationale and Knowledge base**
  5. **Syllabus for EDUC9200/9201 Clinical Experience I/II (Basic Outline)**

IV. DISCUSSION TOPICS:
- **A. Implications of our rationale and knowledge base**
  1. **Consider the possibilities! (small group discussions)**
     How can we collaboratively provide learning experiences for our clinical mentors which reflect this knowledge base
  2. **Share highlights of discussions with whole group**
- **B. Clinical Mentor Application Process**
- **C. Departmental Graduate Program Advisory Subcommittees:**
  1. **Subcommittees to be formed:**
     - **** Program Assessment**
     - **** Curriculum and Instructional Development**
     - **** "Clinical Mentors" Professional Development**
  2. **Indicate personal preference for subcommittee involvement (Note: These subcommittees will meet concurrently two times each year, in Fall and Spring semesters.)**

IV. Next Steps:

APPENDIX E.3

Fitchburg State College
"Clinical Mentor Program"
for
M.Ed. Early Childhood Education
M.Ed. Elementary Education
M.Ed. Middle School Education

AGENDA: 5/2/96

I. WELCOME / INTRODUCTIONS

II. Progress Report

A. Teacher Education Programs at FSC-NCATE Accreditation

B. M.Ed. Clinical Programs
1. **FSC Education Department's Rationale and Knowledge base**
2. **Syllabus for EDUC9200/9201 Clinical Experience I/II**
3. **Enrollment pattern**

C. "Clinical Mentor" Program
1. **Recognition of "Clinical Mentors"**
2. **Application form and process**
Sharing experiences

III. Next Step for Fall '96 meeting on October 23 or 24, 1996:

Focus: Departmental Graduate Program Advisor Subcommittees
- ** **"Clinical Mentors" Professional Development**
Potential Topic: Spring 1997 "Clinical Mentors"agenda
- ** **Program Curriculum and Instructional Development**
Potential Topic: Seminar experience during Clinical Internship
- ** **Program Assessment**
Potential Topic: Internship records for program evaluation

IV. Dinner and Guest Speaker

APPENDIX E.4

Fitchburg State College
"Clinical Mentor Program"
for
M.Ed. Early Childhood Education
M.Ed. Elementary Education
M.Ed. Middle School Education

AGENDA: 10/24/96

I. WELCOME / INTRODUCTIONS

II. Goals and Procedures for Advisory Subcommittee work

- **A. Goals/Objectives**
- **B. Development of subcommittee procedures, guidelines**

III. Departmental Graduate Program Advisory Subcommittee work session:

- **A. "Clinical Mentors" Professional Development Subcommittee**
  1. **generate possible objective(s) for long range and short term focus,**
  2. **discussion,**
  3. **make recommendations**
     (please include recommendations for Spring 1997 "Clinical Mentors" meeting agenda/topics)
- **B. Program Curriculum and Instructional Development Subcommittee**
  1. **generate possible areas for long range and short term focus (consider as potential topic: Seminar experiences to accompany the Clinical Internship)**
  2. **discussion,**
  3. **make recommendations**
- **C. Program Assessment Subcommittee**
  1. **generate long range and short term program assessment objectives and processes (consider as potential topic: The use of some Internship records for program evaluation**
  2. **discussion,**
  3. **make recommendations**

IV. Share recommendations
<u>Second Draft</u> (approved by ECES Graduate Committee 12.5.94)

APPENDIX E.5

Application Process
for
Clinical Mentors of the M.Ed. Clinical Programs
in
Early Childhood, Elementary, and Middle School Education

Applicants will provide evidence of:

a. Appropriate teaching certificate
b. At least three years experience in the role
c. Principal's support/recommendation
d. An appropriate Masters degree from an accredited institution
e. Current knowledge of field
f. Articulated educational philosophy which informs practice & is consistent with Mission and Knowledge Base of FSC Education Dept.
g. Qualities as an educator consistent with the Mission of FSC Education Department
h. Willingness to serve as a "Clinical Mentor"
i. Willingness to collaborate in offering seminars and advising for program development;

through the following procedures:

1. Submission of an application form which includes current home and work addresses, names of their supervisors and addresses of school and school system and opportunities to indicate: c, e, f, g, h and i above;
2. Submission of evidence of an appropriate teaching certificate (see a above);
3. Submission of a professional resume (which includes evidence of b and e above);
4. Submission of an official transcript of completed graduate work (see d above);
5. Submission of three letters of recommendation, including a letter from at least one current professional teaching colleague (see c, e, g above)
6. A visit of applicant's classroom/work setting by a designated represent-active of the program within one year prior to completion of the application and review process (see e, f, g above);
7. An interview with a designated representative of the program within one year prior to completion of the application and review process (see e, f, g, h, i above)
8. Submission of information (applicant chooses "portfolio" format) which highlights the applicant's teaching and professional communication processes (see e,f, and g above).

APPENDIX F.1

APPLICATION FOR CLINICAL MENTORS
OF THE M.ED. CLINICAL PROGRAMS IN EARLY CHILDHOOD, ELEMENTARY AND MIDDLE SCHOOL EDUCATION

NAME _____ Position _____
Home Address _____ Phone # _____
Work Address _____ Phone # _____

I. Professional Information

A. Educational Background: **

Institution	Degree	Year of Grad	Major Field of Study
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Certification: **

Certification #	State	Field and Level of Certification
_____	_____	_____
_____	_____	_____

C. Classroom Teaching Experience:

School/School System	Grade level	Yrs of ser.	Date of employment
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Letters of support/recommendation: **

1. Current Principal/Supervisor's name: _____ Phone #
   Work Address: _____ _____

2. Please list the following information regarding persons from whom you are submitting letters of recommendation. Include a letter from at least one current professional teaching colleague.

Name	Position	Address	Phone #
_____	_____	_____	_____
(Professional Teaching Colleague)			
_____	_____	_____	_____
_____	_____	_____	_____

APPENDIX F.2

E. Current Knowledge of Field:

Please present no more than 5 indicators of what you consider to by your most relevant efforts to remain current in your field.

1. _____
2. _____
3. _____
4. _____
5. _____

II. Articulated educational philosophy which informs practice

A. State the major beliefs that comprise your educational philosophy.**

B. Provide primary examples of the relationship between these beliefs, your practice and the qualities you possess as an education.**

III. Attachments** Please *circle* those items which you have attached:

A. Professional resume

B. Official transcript(s) of completed graduate work

C. Evidence of teaching certification

D. Letter of support your your current principal

E. Three letters of recommendation, one from a current professional colleague

F. One page educational philosophy
(Limit your statement to no more than one page, typed, double-spaced)

G. Submit primary examples of the relationship between your philosophical-beliefs, your practice, and the qualities you possess an an educator.
(Choose a format which is consistent with your philosophy and style, e.g.., portfolio, narrative, etc.)

APPENDIX F.3

IV. **Indicate your willingness (*by signing below*)** to be visited at your work setting and to be interviewed by a representative of the program during the application review process and your willingness to collaborate in related seminars and in an advisory group for program development as part of the "clinical Mentor" role.

_____ _____

(Signature) *(date)*

APPENDIX F.4

REVIEW OF APPLICATION

for ClinicalMentor of the M.Ed. Clinical Programs in
Early Childhood, Elementary, and Middle School Education (approved by ECES Grad. Comm. 10.18.95)

Name of Applicant: _____ Date(s): _____

Application packet is "complete"/"incomplete". {(Packet contains: ____completed applic. form; ___resume; ____official transcript of graduate study; _____teaching certificate; ____principal's letter of support; _____three letters of recommendation (incl. one current professional colleague); _____philosophical statement; ____examples of your educational philosophy in action; ____other (specify:)}

Subcommittee members' reviews and recommendations concerning this "complete" application:

Applicant has provided evidence of:	Subcom. member #1 (Initial if "evidence found" or request discussion by subcommittee)	Subcom. member #2	Subcom. member #3	Subcom. member #4	Subcommittee review evidence found / evidence needed
a. appropriate teaching certificate					
b. minimum 3yrs. exper. in role					
c. Principal's support/recommendation					
d. appro. Masters degree fr. accred. Inst.					
e. current knowledge of field					
f. phil. related to practice & FSC Ed. mission					
g. qual. as educ. consis. with FSC Ed. mission					
h. willing to serve as Mentor					
i. willing to collab. in seminars & prog. adv.					
• interview by prog rep. within 1yr.					
• visit by prog. rep. within 1yr.					

APPENDIX F.5

Subcommittee's recommendations toECES Graduate Committee:

_____ Accept as "Clinical Mentor"
_____ Suggest "Extended Applicant Status" (while application is developed according to recommendation &/or completed)
_____ Reject as "Clinical Mentor" (requires majority vote of Subcommittee)

Action of the ECES Graduate Committee:

_____ Accept Subcommittee's Recommendation
_____ Table and return to Subcommittee
_____ Reject Subcommittee's Recommendation (requires majority vote of ECES Graduate Committee)

BEST COPY AVAILABLE

A "Certificate" in Professional Mentoring for Teachers

Program Purpose: To provide teachers who wish to further their professional development through graduate course work to develop attitudes and skills related to the role of a professional mentor. The program is designed to facilitate a collegial orientation and develop initial mentoring skills. They will be assisted as they perform the role of mentor *during a mentoring internship.*

Program Description: Teaching professionals will begin the development of an orientation of collegiality and become more skilled in the areas of communication, peer consultation and leadership, reflection, problem solving and evaluation.

This "certificate" program includes course work which may, with the permission of an appropriate advisor, provide elective credits suitable for an M.Ed. program in which the student is matriculated. *Nine (9)* of the course credits are credits required of the CAGS in Consultation and Peer Leadership: A Program for Teachers. With appropriate advising and planning, these credits would be applicable to such a CAGS program.

Program Plan: The "Certificate" in Professional Mentoring requires a total of 15 semester hours as follows:
(note: Students must have completed the three required courses prior to participating in EDUC.... Mentoring Internship: Program Design, Management and Evaluation.)

Course #	Course Title	Course Cr.
EDUC/SPED 9010	The Adult Learner	3 cr.
EDLM 9020	Collegial Supervision	3 cr.
SPED 9030	Consultation Strategies	3 cr.
EDUC	Mentoring Internship: Prog design, man, & eval.	3 cr.
	Elective (e.g's: EDLM 9100, SPED 7000)	3 cr.
	Total	15 cr.

Admission Requirements:

1. **A completed application**
2. **An official transcript of a Bachelor's Degree**
3. **Three letters of recommendation**
4. **An appropriate teaching certificate**

APPENDIX G.1

BEST COPY AVAILABLE

CAGS

Consultation and Peer Leadership:

A Program for Teachers

Program Purpose: To provide teachers who are desirous of playing an active role in school reform and restructuring initiatives with the necessary collegial orientation and leadership skills to succeed in shaping the visions that guide their organizations and to participate fully in restructuring and managing school operations. The program is designed for teachers who are not interested in administrative positions but who see themselves as responsible and enabled to affect the educational process for which they share accountability.

Program Description: Professionals will acquire an orientation of collegiality and support while becoming competent in the areas of communication, consultation, change facilitation, leadership, reflection, problem solving and evaluation. They will be prepared to accept the role of instructional leader and mentor as they engage in research based practices.

Program Plan: The Certificate of Advanced Graduate Studies in Consultation and Peer Leadership: A Program for Teachers requires a total of 36 semester hours as follows: Twenty-seven (27) credit hours required course work in Education and Psychology and nine (9) credit hours as electives.

Course #	Course Title	Course Cr.
EDUCRSPED 6010	The Adult Learner	3 cr.
PSY 7000	Group Dynamics	3 cr.
EDLM 6000	Collegial Supervision	3 cr.
EDLM 6100	Dynamics of Planned Change	3 cr.
SPED 6000	Consultation Strategies	3 cr.
EDUCRSPED 6000	Educational Strategies	6 cr.
EDUCRSPED 6000	Internship & Reflective Analysis Seminar	6 cr.
	Electives	9 cr.
	Total	36 cr.

Admission Requirements:

1. **A completed application**
2. **An official transcript of a Bachelor's Degree**
3. **Three letters of recommendation**
4. **An appropriate teaching certificate**

BEST COPY AVAILABLE